

ACHIEVEMENT MOTIVATION OF CHILDREN IN INTACT FAMILIES,
FATHER-ONLY FAMILIES, AND MOTHER-ONLY FAMILIES/

by

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CHAPTER I

INTRODUCTION AND STATEMENT OF PROBLEM

The number of single-parent families is steadily increasing. This includes one-parent families due to divorce, death, separation, illegitimacy, and single-parent adoptions. The statistics recorded in America's Children, published by the National Council on Children and Youth in 1976, shows a definite increase in these homes. Of the 66,000,000 children under the age of 18, only 81.4% lived in intact homes in 1974. The following figures from America's Children (1976) show the percentages of children living in the different types of homes in 1960 and in 1976:

	1960	1976
Both parents	88.1%	81.4%
Mothers only	8.0%	14.4%
Fathers only	1.1%	1.3%
Neither	2.8%	3.0%

Although the majority of these single-parent families are mother-only families, the number of father-only families is increasing. As of 1974, approximately seven percent of the children in single-parent homes, (over 850,000 of the children in the United States) lived in homes where the father is the only parent present. This is due to many factors.

Death isn't the only way a man becomes a single father. Divorced fathers are winning even contested custody cases these days. It used to be that a man had to prove his wife to be promiscuous, alcoholic, addicted, sadistic, or any combination of evils to win his children, even if his wife didn't want them. Now, leaving one's children doesn't mean loss of face and status for a woman who can find satisfaction

in life other than as a mother. As part of the movement toward equalization of the sexes, many states have established "no-fault" divorce proceedings. New laws erase the automatic preference for the mother in custody cases, leaving each parent to stand on his or her own merits. Although some judges still follow the old truism that "fathers can't be mother," more are recognizing fathers are capable of nurturing as well as providing (Gilbert, 1975, pp. 199-200).

Because of the higher incidence of single-father families, the researcher can no longer be content to consider only the mother's role in the development of the child. One of the areas which seems to possibly be influenced by either parent is that of achievement motivation. "The data at present support the notion that achievement is one of many possible modes of independence" (Shultz, 1972, p. 268). If this is true, then it would follow that not the sex of the parent, but rather the ability of the parent to allow the child to express an independence from the parent, is the motivational factor. If the parent feels confident enough in his or her own position and ability to allow the child to develop an individual position and ability, then independence and, thereby, achievement will probably occur.

Studies have also related achievement to general socioeconomic class of which the person is a member. Many times, the consequences attributed to fatherlessness are really the consequences of poverty (Green, 1976). The middle class is more achievement oriented than the lower class and also provides a greater amount of independence training than the lower class. This would support the idea that independence and socioeconomic status are more important in the development of achievement motivation than is the sex of the parent who has custody of the child (Shultz, 1972).

Is the mother, therefore, necessarily the better parent? Does she foster the development of strengths more often than does the father? Although it is generally accepted that a child is better situated in an intact home, the issue is not always the superiority of two parents over one; but rather, which parent can provide the better single-parent home. This must be determined by means other than sex. For this to be achieved, there is a need for evidence that, in general, there is no significant difference between fathers and mothers in their ability to raise responsible, healthy children. One of the areas which can be considered is the development of characteristics such as achievement motivation.

Purpose and Rationale

The purpose of this study was to determine the relationship between the parental situation in the family and the amount of achievement motivation displayed by the child. This included research of the possible effect of the absence of one parent as opposed to the presence of both parents. The study also attempted to determine the relationship between the sex of the custodial parent in the single-parent home and the need for achievement expressed by the child. It was hoped that by comparing the achievement motivation of the child in the fatherless home to that of the child in the motherless home of comparative socioeconomic and educational background, it would be possible to determine the effect of the sex of the parent on the achievement motivation of the child.

Also studied was the relationship between achievement motivation and the time span in which the child had lived in the single-parent home. The study sought to relate the reason the single parent had custody

of the child to the child's orientation toward achievement. A parent might have custody for many reasons. Whether a parent wanted or was forced into the role of a single parent with custody was thought to be a possible influence on the child's development of achievement motivation.

The study researched the need for achievement in the intact and single-parent homes. However, it was more specifically designed to study any difference in achievement motivation in mother-only homes as opposed to father-only homes and in relationship to:

1. The amount of time the child lived in the one-parent home,
2. The sex of the child, and
3. The reason the custodial parent had custody of the child.

Justification for the research stemmed from the fact that more single-parent families have become fatherheaded homes. Adoption by single men, as well as cases of fathers fighting for and gaining custody, have increased in recent years. This called for a re-evaluation of the old notion that the mother was automatically the better parent, unless proven otherwise. Research was needed to investigate the inferiority or superiority of the home atmosphere due to the loss of the mother, whether this be through death, desertion, or loss of custody. A study as to the effect motherlessness has on the achievement motivation of the child in the home as opposed to the effect of fatherlessness on the child's achievement motivation would be a step in this direction.

Definition of Terms

The following definitions are relevant to the present study:

1. n Ach -- the need for achievement; achievement motivation

2. Custodial Parent -- the parent in the single-parent family who lives in the home with the child and has legal custody of the child

3. Forced Custody -- custody caused by the death of the other parent, desertion by the other parent, or unfitness of the other parent as determined by the courts, even though the custodial parent did not actively seek custody

4. Custody by Mutual Agreement -- custody awarded by the courts because both parents agree that the parent given custody should have custody

5. Actively Sought Custody -- custody awarded by the courts to one parent when both parents want custody

Hypotheses

School achievement for children in fatherless families has been shown to be lower than that for children in intact homes (Herzog and Sudia. 1973). This has been due in part to socioeconomic status. However, the major effect was caused by the actual absence of the parent, rather than any change of socioeconomic status. This would tend to lead to the assumption that the intact family would produce a greater display of achievement motivation. Bandura and Kupers (1964) demonstrated that achievement standards can be influenced by modeling. If the father is absent from the home, the number of modeling parents is reduced, thereby, lessening the achievement standards. This might also be true for the absence of the mother.

A model who is warm, nurturant and displays prestige, power, and competence is the model most likely to be imitated. According to

Bandura (1971), as cited in Blackham and Silberman (1975), if the observer is a child, modeling will be more meaningful and effective if the model is of the same sex as the child. This would infer that the sex of the parent is important in that it strengthened the relationship with and the influence on the child of the same sex.

A review of literature concerning achievement motivation as it relates to the parental situation in the home does not leave one with the impression that one parent is necessarily superior than the other in the development of achievement motivation because of the sex of the parent alone. Although there might be an effect caused by the interaction of the sex of the parent and the sex of the child, the sex of parent alone has not been shown to be of significant importance in itself. This causes one to surmise that it is the quality of the parenting which affects the need to achieve displayed by the child. Thereby, the following hypotheses have been formed.

1. There is a significant relationship between the achievement motivation displayed by the child and the number of parents in the home.
2. There is no significant relationship between achievement motivation of the children in the single-parent homes and the sex of the custodial parent.
3. There is no significant relationship between achievement motivation as displayed by the child in single-parent homes and the length of time the child has spent in that home.
4. There is a significant relationship between achievement motivation of children in single parent homes and the relationship of the

sexes of the parents and the children.

5. There is no significant relationship between the achievement motivation of children in single-parent homes and the reason the custodial parent has custody of the child.

CHAPTER II

REVIEW OF LITERATURE

Achievement motivation as defined by Gough and Heilbrun (1965) is the striving "to be outstanding in pursuits of socially recognized significance The high-scoring subject on Ach is usually seen as intelligent and hardworking He is determined to do well and usually succeeds" (p. 9). The lower-scoring subject is more dubious, skeptical and uncertain. Achievement motivation is, therefore, not concerned with only academic success, but with success in all areas of human life. If one is motivated to achieve, he or she will put forth his or her best effort (Gough and Heilbrun, 1965, p. 9).

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Theoretical Background

As of 1965, the contemporary guide for research on achievement motivation has been closely related to the theory of level of aspiration. If one wishes to achieve a certain goal, it is feasible to work toward it in steps. The ultimate goal might be within view, but not within reach. therefore, the subject might begin at a lower level and strive toward the ultimate goal. The attractiveness of achievement increases with the increase of task difficulty (Lewin, Dembo, Festinger, and Sears, 1944).

One major theory of achievement motivation is that set forth by David C. McClelland. The McClelland theory sees a motive as "redintegration by a cue of a change in an affective situation" (McClelland,

Atkinson, Clark, and Lowell, 1976, p. 28). Redintegration means previous learning in this definition. Basically, what this theory means is that certain stimuli are sources of primary, unlearned affects. In time, cues which are associated with these affective states will become able to produce the state without the presence of the original stimuli. For example, if a buzzer is sounded at feeding time (when saliva is produced), eventually the sound of the buzzer will cause the production of saliva without the presence of food. This would be an affective state produced by a cue rather than by a stimuli (McClelland et al, 1976).

There are three events involved in the development of a motive. They are, first, the situation producing the affect. Next, the redintegration of the situation producing the affect, and, finally, the response learned to the redintegration. Motives differ in kind as well as strength. There are four dimensions to motives: quality, extensity, intensity, and dependability (McClelland et al, 1976). Actual achievement is not, however, necessarily a good determinant of n Ach according to McClelland(1961). One needs to measure the actual need felt by the subject in terms of achievement rather than the actual achievement displayed.

Another major theorist in the area of achievement motivation is John W. Atkinson. Atkinson (1958) describes motivation as the tendency to work for that which is wanted on a particular occasion. These motives originate in childhood experiences and carry over into adult situations. They are the core of what is known as "personality".

The motive is determine by the positive and negative incentives.

These rewards are expected in differing magnitude and intensities.

Atkinson (1958) studied 124 female college students to determine the effects of differences in incentive on human motivation. This was done by offering monetary rewards for completion of tasks. The amount of money increased with the difficulty of the task and speed of completion of task. He found that speed and difficulty increased with increase in monetary reward. The subjects tended to work harder on the task which gave more money for completion and quickness. Another determinant of the strength of the motive is the strength of the competitive motives (Atkinson, 1957).

The need to achieve is assumed to be determined by three variables: motive to achieve success, the strength of expectancy, and the relative attractiveness of success at that particular activity. In many ways, this is motivation stimulated by reward. However, another basis for motivation could be the avoidance of punishment. Since punishment can be psychological or emotional, rather than physical, this purpose for motivation is often called the "tendency to avoid failure The tendency to avoid failure is also considered a multiplicative function of a motive, an expectancy, and an incentive" (Atkinson, 1974, p. 16). One would, therefore, expect the effects of reward and punishment to be related in the way they determine the need for achievement.

There are two problems of behavior which affect the theory of motivation as projected by Atkinson. The first behavior problem is accounting for the individual selection of one path of action from among a set of alternatives. Individual preferences is an area which is not fully understood. The second facet of behavior which might cause a

problem is the amplification or vigor displayed in action once the course is selected and the persistence in one direction. Although more than one person might choose the same goals, some might strive to achieve a goal more consistently than others (Atkinson, 1957).

These two theories lead to the inference that motivation is caused by the desire to either be rewarded or avoid punishment. It might relate to differing magnitudes of stimuli. At times, related cues might be introduced to achieve the results without the actual reception of the reward expected. Achievement motivation is therefore related to previous learning and to the desired results, rather than to the actual task completion.

Parental Training and Influences

Winterbottom (1958) studied 29 eight-year-old boys and their mothers. Achievement motivation was measured by imaginative stories and the mothers were questioned as to the type of socialization techniques they used. Of both rewards and punishments, only physical rewards (hugging and kissing) were significantly related. Mothers of boys with high n Ach made demands (especially in the area of independence) at an earlier age than did mothers of low n Ach boys. This reversed with an increase in the age of the child.

Crandell, Preston, and Rabson (1960) studied 30 three- and five-year-olds and their mothers. They also found physical and material rewards to be related to achievement motivation. A combination of reward for achievement and punishment for absence of achievement was found to correlate with n Ach Child, Storm, and Vernoff (1958), who

analyzed folk tales for 52 cultures. Societies where parents tended toward rigidity and non-indulgence showed evidence of n Ach being more related to the importance of achievement-oriented behavior in adult life. Emotional rewards, punishment for non-achievement, and the experience of success may all contribute to the development of n Ach.

Argyle and Robinson (1962) studied 501 subjects, 236 girls and 265 boys, between the ages of thirteen and seventeen. The subjects were tested for achievement motivation as related to parental demands, parental needs, and emotional tendencies. The need to achieve was found to correlate with the strength of parental achievement, fear of failure, achievement tendencies of the same-sex parent, identification with parents, guilt, and self-aggression. This would indicate that n Ach was related to the success of the parent, as well as to any intrinsic characteristics.

Two studies which directly related parental expectations to the need for achievement as displayed by the child are those by Dreyer and Riggler (1969) and by Shaver, French, and Cobb (1970). The former studied children in a Montessori school. There was found to be a relation between attitudes and values and parents' standards of excellence and accomplished. However, this relationship was not great enough to be significant when parents of Montessori school-children were compared to parents of traditional school-children.

Hermans, Ter Laak, and Maes (1972) expressed the opinion that "it is probable that at least partly the motivation of the child can be reduced to the type of expectations the parents develop" (p. 526). This This can be more clearly seen in the expectations of the females.

One major problem in our society has been that up until now women have not been encouraged to achieve in the outside world. While men traditionally have been taught to be concerned with achievement in business, industry, education, or science, women have been taught to assume the home as their chief sphere of interest (Biller and Meredith, 1975, p. 127).

Although women may dream of achievement, they often see this as nothing more than a dream. They often feel that many are close to them. This may be due in part to the parental expectations of them as they perceive the female sex role. If this is true, it is important to determine any difference in the father's and mother's positions on the sex role they expect the child to fill.

Hermans et al (1972) found that parents of high-achievement-motivation children gave more non-specific help than parents of low-achievement-motivation children. This non-specific help leads to a greater amount of independence. They also found that the fathers gave more specific help than the mothers in the low-achievement-motivation cases. However, there was no significant difference between the parents of different sexes for the high-achievement-motivation children. The mothers of the high-achievement-motivation children gave more reinforcement to the children than the mothers of the low-achievement-motivation children. There was no difference between the fathers in the two groups in relationship to the amount of reinforcement which they gave to the children.

V. C. Crandall (1963) studied the relationship between adult reactions and non-reactions and children's achievement expectations. She found that non-reaction was reinforcing when preceded by verbal reinforcements. This reinforcing non-reaction was stronger if the verbal reinforcement which preceded it was negative. Therefore, if the child

acts in one direction. because of a previous verbal cue given by a parent and receives no reaction, the child would tend to change the direction of his actions. If, however, there was no previous reinforcement given, the non-reaction would not be likely to cause a change in the chosen path of action. These results were substantiated in a replication study conducted by Crandall, Good, and Crandall (1964).

Katkovsky, Preston, and Crandall (1964) studied the relationship between the achievement of parents and that expected of their children. They found that the greater the value of their own achievement to themselves, the more they value achievement in the children. However, the achievement for their daughters was more personally associated with their own achievement than that of the sons. The values set for the sons had higher standards than those set for the daughters. Fathers had a tendency to set higher standards in the area of physical fitness and athletics than did the mothers.

Parental attitudes and achievement motivation were studied by Crandall, Dewey, Katkovsky, and Preston (1964). They found that mothers of competent girls were less affectionate and nurturant than mothers of girls showing less competence. Parental values for achievement which were expressed were not found to be associated with the achievement displayed by the children. This research was in some ways opposite to that conducted by Katkovsky et al (1964) which found a significant relationship between achievement and the attitudes of the parents.

Within the large amount of research on achievement motivation, one finds a smaller number which relates the parent directly to the development of the need for achievement. More often, the cultural and social

aspects of the parents are related to the orientation toward achievement as displayed by the child. Some of these studies include ethnic factors. One such study was conducted by Adkins, Payne, and Ballif (1972). They studied 1588 children from 10 ethnic-cultural groups including Mormon, Catholic, Jewish, Puerto Rican, Negro-Urban, White-Rural, Hawaiian, Oriental (West Coast), Mexican-American, and American-Indian. The children ranged in age from 39 months to 76 months. They were administered the Gumpgookies test (Adkins and Ballif, 1967, 1968) which is an objective-projective device consisting of 75 dichotomous items. The test centers about gumpgookies, imaginary creatures which the child can use to describe himself. Although there was no substantial difference between the girls and the boys, a difference was found between the ethnic groups of different classes. The three middle-class groups had higher mean total scores than the lower-class samples.

Sloggett, Gallimore, and Kubany (1970) studied high-achieving and lower-achieving Hawaiians and the expression of achievement motivation by these two groups. Thirty-one low-achieving Hawaiians and 48 high-achieving Hawaiians were used in the research. Thirteen Japanese and 15 Filipinos were selected to be used as controls. They were each given 12 TAT-like pictures to interpret. It was found that the high-achieving Hawaiians scored significantly better than the low-achieving Hawaiians and the Filipinos. They were slightly higher than the Japanese. As the high-achieving Hawaiians and the Japanese were selected from private schools and the low-achieving Hawaiians and the Filipinos were selected from schools in the low-income area, one might suspect that the socioeconomic class was the affective factor. This would sup-

port the work of Adkins, Payne, and Ballif (1972). Since the parents, generally, determine the socioeconomic status of the family, the parents might be seen as indirectly determining the child's display of achievement motivation.

The parental influence, in relationship to birth order and occupational ambitions, were studied by Shaver, French, and Cobb (1970). It was found that first-born children were compelled towards occupations which required more achievement motivation than were the latter-born children. If the parents were frustrated in their own occupations, this urging became stronger. This researcher surmized that there could be a correlation between the achievement motivation of the parent and the child's need to achieve.

Research conducted by Ruble, Feldman, and Boggiano (1976) showed a correlation between achievement motivation and the need for social acceptance. This need for social acceptance increased with age. The child wished to succeed more often if those around him were succeeding. The more often those around him failed, the more apt the subject was to not try to succeed. The subject would rather fail than be an outcast. It might be inferred from this that succeeding parents would develop children who need to succeed, while failing parents would have children who do not have this need. Since most children are with parents for most of their early lives, parents are to an extent related to the development of achievement motivation in the child.

Beginning at age 3, more so at 6, and most at 10. intelligence is also related to the various types of achievement-motivated behavior shown in childhood and adulthood Already at 10 years of age the future achievement behavior of the adult can be predicted quite well! (Heckhausen, 1967, p. 147).

Rosen (1959) found that achievement motivation was generated by two socialization practices. The first was achievement training. This included standards imposed by parents, goals set for the child, and evaluation of competence with communication of reactions to performance. The second socialization practice found to be important to achievement motivation was independence training. The child was expected by the parent to be self-reliant and responsible. This study was supported by the findings of research conducted by Rosen in 1962.

Parental Situation

The research relating single parents to achievement motivation is limited. There are a number of studies which supposedly study the American parent, yet most of them were conducted using only the mothers as subjects. Research which has been done in the past including the father has generally been conducted in the realm of intact, two-parent families.

Henry Biller, a leading authority in the area of the father and his role in the development of the child, and Dennis Meredith state that "a child's motivation is often closely linked to the attitudes the father has about himself" (Biller and Meredith, 1975, p. 124). They see this as evidenced in society in those who strive to gain approval for their actions in the form of money, fame, and power. In Father Power, they state:

Father deprivation doesn't necessarily lead to a lack of achievement, however. There are cases of men who achieve a great deal without an emotionally involved father, mainly because all they have ever seen of their father was his drive for achievement (Biller and Meredith, 1975, p. 125).

Such people are sometimes obsessed with achieving, because this is what has always been modeled for them.

Solomon and Houlihan (1972) supported the idea that the parent's perception of himself and achievement was of importance. In their study of 72 Black fifth-grade students in Chicago, they found that there was no relationship between the child's task-specific extrinsic motivation and the parents' behavior in the same type of task. What was of importance were the general preferences shown by the parents, the mother in divergent tasks and the father in convergent tasks. This tends to lead to the supposition that the child will tend to be motivated to achieve in areas where the parents show general preferences.

"Like parental conflict, dominance affects the child's attitudes, achievement motivation, and actual performance in school" (Lynn, 1974, p. 128). Independence has also been cited as a factor in the development of achievement motivation. Rosen (1959, 1962) and Child, Storm, and Vernoff (1958) supported this concept. Domineering fathers, but not domineering mothers have been associated with low achievement motivation in boys (McClelland, 1961; Lamb, 1975).

Both mothers and fathers of high-achievement-motivation boys urge independence; the fathers were especially strong in doing so. They let their sons develop self-reliance by giving them hints rather than telling them how to do things, were less likely to push the child by cheering his success or expressing displeasure at his failure, and were more likely to let him make his own decisions (Lynn, 1974, 175).

On the other hand, the greater the participation of the father in child-rearing, the higher the achievement for girls. This is also true for the availability of the fathers (Lamb, 1975). Generally, the fathers and daughters agree more on commitment to grades, numbers of hours for

study, and degree objectives than do the fathers and sons (Lynn, 1974).

Studies have offered evidence that father and daughter share more common attitudes toward the student's college goals and aspirations than do father and son. Father-daughter agreement on educational goals was a little higher than mother-daughter agreement. Whereas fathers of highly motivated sons stressed independence and self-reliance, mothers dominated their sons more actively, rewarding success and punishing failure. Sons of fathers who are either too friendly or too rejecting, too successful or total failures, may be poorly motivated to achieve (lynn, 1974, p. 191).

Of the few studies which have been conducted in reference to the relationship between the single parent and achievement motivation, the result which seems to be prevalent is that which links low achievement motivation with father absence. Nuttall (1964) studied 200 Black adults from the Boston area. He found that:

... people whose father was absent from home during their childhood tend not to develop high n Ach ... while moderate levels of n Ach are found among father-absent people, really high levels of n Ach are not obtained (Nuttall, 1964, p. 598).

A distribution of the n Ach scores of those tested showed differing levels of achievement motivation. While the highest modified need for achievement scoring was found at the "two" level for the father-present subjects, the greatest scoring for the father-absent subjects occurred at the "zero" level. As the score level increased, the number scoring on that level decreased. After level five, no father-absent subjects scored, while father-present subjects scored with fluctuation in the numbers.

Another study which produced these results was that conducted by Vernoff, Atkinson, and Gurin (1960). Although the researcher could not find a copy of this study at this time, it is cited in many of the studies which have been used (McClelland, 1961; Nuttall, 1964; Shultz, 1972).

The results of the study showed that father absence during childhood was positively related to low achievement motivation.

Another factor which might have an effect on achievement motivation is the cause of the absence by the parent. Miner (1968) reports her research as finding a correlation between the reason the parent is absent and the response of the child.

The lack of one parent in the home should provide the child with some degree of cultural deprivation either through the lack of stimulation or through the insecurity of a normal home environment. It is hypothesized that a home broken by the death of one parent has less effect on the child's performance. The emotional conflicts resulting from the permanent separation of death tends to be more individual and of shorter duration than those arising from voluntary separation (Miner, 1968, p. 378).

This hypothesis is supported by the research of Perry and Pfuhl (1963). Their findings also indicated that the children in "solo" homes were better adjusted than those in homes in which a remarriage has occurred.

Solomon (1969) found that the family situation tended to be unrelated to achievement behavior. He found the personal preferences to be of a greater importance. This conflicts to an extent with previously cited research. Solomon does not determine how personal preference is formed. Therefore, the family situation might play an indirect role in the achievement behavior displayed by the child.

The actual absence or presence of the parent may not be the cause of high or low achievement motivation. Rather, it might be the socioeconomic result of the parental presence or absence which affects the outcome. When 160 high school sophomores were tested by Harrison (1969) for n Ach, it was shown that the SES affects the need for achievement. The middle-class subjects rated higher in n Ach than the lower-class

subjects. No effects were shown according to the sex of the subjects.

A further conclusion reached in this study was that: with the significant effect of school performance and the effect of sex removed, the aspirations of the middle-class subjects differ from those of the lower-class students, they expect additional schooling and higher status positions. And, middle-class students desire more education and aspire to higher status positions than do lower-class students (Harrison, 1969, p. 78).

Rosen (1969) studied family structure as it affected achievement motivation in children. His findings indicate that achievement motivation is in greater evidence in the upper socioeconomic classes than in lower classes. He also found that the smaller the family size, the greater the amount of displayed achievement motivation. The birth order was found to be of importance only in its relation to the family size and the socioeconomic class. For the middle class, as the family size increased, the n Ach for the older child was higher than that for the younger child. However, this was reversed for the lower class in which the younger had the higher n Ach regardless of the family size.

In his 1956 research, Rosen found a tendency among middle-class parents to make earlier demands upon their children. As the child grows he is frequently encouraged toward achievement as this is considered to be a sign of maturity. In school, these demands are generally directed toward scholastic achievement. They might change in direction as the child grows older.

The sex of the child was not found to be of significance in the development of achievement motivation by Schell, Vernoff, and Schell (1967). They found that children who are prompted in a suitable manner show a relationship between their achievement motivation and actual performance. This finding was supported by Crandall, Katkovsky, and

Preston (1962). They did find, however, a relationship between sex and the predictor used to determine achievement orientation. Responsibility was found to be a more accurate predictor of n Ach for boys than for girls.

Katz (1964) found that a person's concept of "success" provided the framework for his aspiration and motivation. Most people were found to view success in terms of wealth and possessions. To achieve success, one had to show personal exertion and personal worthiness. Influence and/or luck were found to be considered to be of as much importance as hard work by adolescents.

Crandall, Katkovsky, and Preston (1960) found achievement behavior to be goal directed, with the basic goal being the attainment of approval. Avoidance of disapproval was found to be significant in this goal-directed behavior. This finding was supported by V. C. Crandall (1966) who found avoidance behaviors to be more frequent than approval seeking.

Based on this review of literature, it might be assumed that the developmetn of independence, parental aspirations, parental sex-role expectations, and socioeconomic status contribute to the developmetn of achievement motivation. While the absence of parents has been shown to affect the development of achievement motivation, the extent to which the absence of one parent as opposed to the absence of the other parent affect the developemtn has not been determined.

CHAPTER III

PROCEDURE

Subjects

The subjects for the study were found through the Roanoke, Virginia; Richmond Virginia; and Tallahassee, Florida chapters of Parent Without Partners, Inc. (PWP); the Mecklenburg County Public Schools (Virginia); and personal contacts. Of the 200 questionnaires distributed, 61 were returned. A total of 54 subjects ranging in age from 13 to 19 years and with a mean age of 15.5 years were selected. This gave a return rate of 30% with an usable return rate of 27%. Of the 61 returned questionnaires, 19 (31%) lived in intact homes, 25 (41%) lived in mother-only homes, and 17 (28%) lived in father-only homes. Of the 54 subjects selected for use, 16 (29.6%) lived with both parents, 21 (38.9%) lived with their mothers, and 17 (31.5%) lived with their fathers. The average family income for the subjects' families was approximately \$12,500 yearly. The mothers ranged in age from 32 to 54 with a mean age of 41.5 years. They had an average educational level of 12.6 years. The fathers ranged in age from 33 to 57 with a mean age of 44.7 years and a mean educational level of 12.3 years. Table 1 shows the selected demographic characteristics of the subjects.

Instrument

Research results which classify individuals as High and Low in achievement motivation have been the basis for most of the ideas of the

TABLE 1

SUMMARY OF SELECTED DEMOGRAPHIC CHARACTERISTICS
OF SUBJECTS

Variable	No.	Percent	Total
<u>Parental Situation</u>			
Intact Homes	16	29.7	
Single-Parent Homes	38	70.3	
Father-Headed	(17)	(44.7)	
Mother-Headed	(21)	(55.3)	54
<u>Sex of Subject</u>			
Males	26	51.9	
Females	28	48.1	54
<u>Age</u>			
Thirteen	2	3.7	
Fourteen	9	16.7	
Fifteen	14	25.9	
Sixteen	14	25.9	
Seventeen	11	20.4	
Eighteen	3	5.6	
Nineteen	1	1.9	54
<u>No. Years Subject Lived With Custodial Parent</u>			
One to four	18	47.7	
Five to seven	9	23.7	

TABLE 1 -- Continued
 SUMMARY OF SELECTED DEMOGRAPHIC CHARACTERISTICS
 OF SUBJECTS

Variable	No.	Percent	Total
<u>No. Years Subject Lived With Custodial Parent (Cont.)</u>			
Eight to fourteen	11	28.9	38
<u>Reason for Custody</u>			
Mutual Agreement	21	55.3	
Actively Sought	7	18.4	
Forced	10	26.3	38

theory of the need for achievement. These studies were based mainly on imaginative responses in stories either told or written by the subjects (Atkinson, 1974). Questionnaires have been refined and improved. The best method for determining n Ach still seems to lie in the area of imagination as portrayed in story telling. The most widely recognized method is the Thematic Appreception Test (TAT). "Nevertheless, it would be premature to consider questionnaire methods as basically unsuitable for measuring motivation (Heckhausen, 1967, p. 8). Among those which show suitability for the measurement of achievement motivation are the "California Psychological Inventory" by Gough (CPI, 1957, 1964) and the "Adjective Check List" by Gough (ACL, 1952, 1965).

The Adjective Check List (ACL) developed in 1952 by Harrison G. Gough at the University of California's Institute of Personality Assessment and Research was used in the study. The ACL consist of 300 adjectives commonly used to describe a person. These adjectives are used for self-evaluation. A set of rating subscales were developed by Alfred B. Heilbrun, Jr. of State University of Iowa in 1958. These were added to by Gough to prepare the ACL Manual in 1965. The need for achievement subscale was used to score and evaluate the test scores.

A demographic questionnaire (Appendix B) was developed by the researcher and distributed with the ACL. This questionnaire secured information on the ages, educational levels, and incomes of the parents; the sex of the custodial parent in the single-parent home; the reason for custody; and the number of years the single-parent home has been in existence.

Validity and Reliability

The reliability of the ACL was examined in three facets. The first was the test-retest reliability of the total list of words. The ACL was administered twice, approximately six months apart, to 100 men. A four-fold point surface was tallied for each man by counting adjectives checked both times, neither time, the first but not the second time, and the second but not the first time. Phi coefficients were computed. These coefficients varied from +.01 to +.86, with a mean of +.54 and a standard deviation of .19. This suggested that the ACL responses were perhaps "not as stable as that found in self-report inventories using items and questions" (Gough and Heilbrun, 1965, p. 14).

The 100 subjects were studied by 10 observers for three days. The observers then scored the men using the ACL. The scores were correlated with the results showing the "reliable man" to have a higher stability coefficient and the "unreliable man" to have a lower stability coefficient. The reliability of the ACL might, therefore, be meaningful as a psychological variable and not just a statistical property. "With subjects of cheerful, informal, and energetic character the ACL tends to be quite reliable in a test-retest situation; with subjects who are awkward, prejudiced, etc., in disposition, the ACL self-reports will show more variations" (Gough and Heilbrun, 1965, p. 15).

The second facet of reliability of the ACL, test-retest reliability of the scales, was determined by the use of four samples: 56 college males and 23 college females tested 10 weeks apart, 100 adult males tested six months apart, and 34 medical school students tested 5½ years apart. Most of the scales, including the n Ach scale, appeared to

possess adequate reliability over the 10 week interval, and some scales, such as self-confidence and dominance, had very high stability over the 5½ year interval (Gough and Heilbrun, 1965).

Agreement among observers was the last facet of reliability for which the ACL was tested. The observations used in assessment of the test-retest reliability for the total word list were correlated to determine the reliability coefficients of the observations. These coefficients were satisfactory, and indicated the ACL could be used with adequate reliability (Gough and Heilbrun, 1965).

A considerable amount of research on the validity of the ACL need scales has been conducted. Alfred Heilbrun related the ACL need scales to their counterparts in the Edwards Personal Preference Schedule (1954). Although 10 of the 15 coefficients were significant at or beyond the .01 level of confidence, the values were not very high. In another study, Heilbrun showed the n Ach subscale to have a significant relationship to non-test indices of the same dimensions (Gough and Heilbrun, 1965).

Then the ACL was correlated with well-established existing measures, the ACL scales were shown to be significantly related to these measures. Of these existing measures, the ones which most closely correlated to the ACL subscales for n Ach were the General Information Survey, the Terman Concept Mastery Test, and the Wesman Personnel Classification Test. The Bennett Mechanical Comprehension Test showed the least correlation to the ACL in the area of achievement motivation.

The California Psychological Inventory (CPI) and the ACL were studied for correlations. For the ACL scale for n Ach, the highest correlation was with the CPI scale of relation dominance. It was found

that the CPI achievement via conformance correlated more closely to ACL n Ach than did CPI achievement via independence. This study, combined with the previously cited studies, led to the conclusion that the ACL has proven to be a valid instrument for research in the area of achievement motivation (Gough and Heilbrun, 1965).

Method

The Adjective Check List and demographic questionnaires, accompanied by a cover letter addressed to the parents (Appendix A) were distributed to parents at monthly chapter meetings of PWP. The researcher was not allowed to distribute these personally at certain chapters, therefore, an officer from these chapters was selected to distribute the forms and collect the returns. Others were mailed to the subjects or distributed by guidance counselors in the school system. The subjects were asked to check the adjectives which they felt pertained to them. The parents were requested to complete the demographic questionnaire and return them with the completed ACL to the PWP officer, the guidance counselor, or directly to the researcher in the stamped, self-addressed envelope which was provided.

Analysis of Data

The ACL was scored for each subject according to Gough and Heilbrun's scales and system of standard score conversions. Family situation characteristics to be controlled for were decided upon. The returns which did not fall within the predetermined demographic categories were discarded. The n Ach scores were classified for each individual

hypothesis and the mean scores for the subgroups were used in the analysis. Each hypothesis was tested. The significance for each hypothesis was then determined by the appropriate statistical test (t-test or F-test). The significance level was originally set at .05 for all tests. The significance level for each test was reported.

CHAPTER IV

RESULTS AND DISCUSSION

As each hypothesis was tested, it became more and more evident that there were factors other than the sex of the parent which determined the development of achievement motivation in the child. The following results were found for the five hypotheses developed by the researcher.

Hypothesis 1: There is a significant relationship between the achievement motivation displayed by the child and the number of parents in the home.

For study of the first hypothesis, the sample included all 54 subjects. The scores for the subjects ranged from 28 to 64 with a mean score of 50.3 (Table 2). There were 16 subjects (29.6%) from intact families. Their scores ranged from 41 to 62 with a mean score of 54.4. The 38 subjects (80.4%) from single-parent families had n Ach scores ranging from 28 to 64. The mean score for this group was 48.5. Since two groups were used in this comparison, a two-tailed t-test was employed. At the .05 level, there was no significance (Table 3). Therefore, Hypothesis 1 was not accepted.

It was determined that the children who lived with both parents did have a higher average score in achievement motivation than the children from one-parent homes, but they were not significantly higher in this orientation toward achievement. Although it has been expected that an intact home would provide an environment which would produce stronger characteristics in most or all areas of development, this was not proven to be true by this study in the area of achievement motivation.

TABLE 2

ACL SCORES FOR SUBJECTS

Variable	No.	Percent
28	1	1.9
31	1	1.9
32	1	1.9
33	1	1.9
36	2	3.7
40	2	3.7
41	3	5.6
42	1	1.9
43	2	3.7
44	1	1.9
46	2	3.7
47	2	3.7
49	2	3.7
50	3	5.6
52	12	13.0
53	1	1.9
54	2	3.7
55	1	1.9
56	1	1.9
57	3	5.6
58	2	3.7
59	6	11.1
61	4	7.4
62	2	3.7
64	1	1.9

TABLE 3

t-TEST COMPARISON OF INTACT
HOMES VS. SINGLE-PARENT HOMES

	No.	Mean Score	Standard Deviation	
Intact Families	16	54.4	6.56	$t = 2.05$
Single-Parent Families	38	48.5	9.52	$p > .05$

The number of parents, whether it was one or two, did not significantly affect the need for achievement. The result of this study might be slightly distorted, due to the size of the sample. However, the evidence presented by this research does not point in that direction.

Hypothesis 2: There is no significant relationship between the achievement motivation of children in single-parent homes and the sex of the custodial parent.

While 16 (29.5%) of the subjects lived with both parents, of the 38 (70.3%) children in single-parent homes, 17 (44.7%) lived with their fathers and 21 (55.3%) lived with their mothers. The minimum score for the intact-family children was 41, while 62 was the maximum. In the father-only families, the minimum was 31 and the maximum was 62. The n Ach scores in the mother-only families ranged from 28 to 64. The average score of the children living with fathers was 48.2 as compared to 48.6, the mean score for subjects living with mothers (Table 4).

When an F-test compared all three groups, no significant difference was found at the .05 level. When a t-test was used to compare the subjects in father-onle families to subjects in mother-only families, no significant difference was found at the .05 level. Therefore, Hypothesis 2 was not rejected. This led to the conclusion that the sex of the custodial parent was not an important factor in the development of achievement motivation. Whereas, the work of Vernoff et al (1960), McClelland (1961), Nuttall (1964), and Shultz (1972) show that father absence is positively related to low achievement motivation, this researcher did not find evidence to this effect. The small sample size could possibly be a factor in this finding; however, the previously

TABLE 4

t-TEST COMPARISON OF MOTHER-ONLY
FAMILIES VS. FATHER-ONLY FAMILIES

	No.	Mean Score	Standard Deviation	
Father-Only	17	48.4	9.85	$t = .27$
Mother-Only	21	48.6	9.48	$p > .05$

cited research did not determine father absence to be more detrimental to achievement motivation than mother absence. This researcher infers from this study that it would be the absence of the parent in general, rather than of one parent in particular, which would be a factor in the development of achievement motivation.

Hypothesis 3: There is no significant relationship between achievement motivation of children in single-parent homes and the length of time the child has lived in that home.

The 38 subjects living in single-parent homes were divided into three categories according to the number of years they have lived in the single-parent home. The first group included children who had lived with one parent one to four years. There were 18 subjects (47.4%) in this group. The minimum score was 32 and the maximum score was 62. The mean score for the group was 47.2. The second group consisted of nine subjects (23.7%) living in the single-parent home for five to seven years. The mean score for this group was 50.4, while the minimum value was 40 and the maximum was 59. The third group had lived with single parents for eight to fourteen years. The scores for this group of 11 subjects (28.9%) in the area of achievement motivation ranged from 28 to 64 with a mean score of 49 (Table 5). An F -test comparing these groups showed no significance in the relationship between time in the single-parent home and achievement motivation scores. Therefore, Hypothesis 3 was not rejected.

Whether the subject lived in a single-parent home for one year or for 14 years, the need for achievement was in the same general range if the other environmental conditions remained constant. If the child is oriented toward achievement, this will be in evidence regardless of the

TABLE 5

F-TEST COMPARISON OF LENGTH OF
TIME SPENT IN SINGLE-PARENT HOME

	No.	Mean Score	Standard Deviation	
One to Four Years	18	47.2	9.72	F = .35 p > .05
Five to Seven Years	9	50.4	5.12	
Eight to Fourteen Years	11	49.0	12.13	

number of parents in the home as shown in Hypothesis 1 and regardless of the number of years spent in the home with the single parent. The results of this study might be slightly varied from the norm because of the small sample size.

Hypothesis 4: There is a significant relationship between achievement motivation of children in single-parent homes and the relationship of the sexes of the parents and children.

When researching Hypothesis 4, the children living in single-parent homes were divided into four groups according to the sex of the subject and the sex of the parent. These groups consisted of male subjects living in male-headed homes, male subjects living in female-headed homes, female subjects living in male-headed homes, and female subjects in female-headed homes (Table 6). The first group, male in male homes, consisted of 10 subjects. The mean score of this group was 51.3. The second group was that of males in female homes. There were seven subjects in this group with a mean score in achievement motivation of 50.3. The groups of female subjects had lower average scores in achievement motivation than the male subjects. The seven female subjects living with fathers had a mean score of 44.1, while the 14 female subjects living with mothers had a mean score of 47.8 in the area of achievement motivation.

An F-test showed no significant difference at the .05 level for the mean scores of the four groups. As in Hypothesis 2, the sex of the parent was not shown to be a significant factor in the development of achievement motivation in the child. Therefore, Hypothesis 4 was not accepted. The mean scores of the male subjects were greater than those of the female subjects when scored for achievement motivation. The

TABLE 6

F-TEST COMPARISON OF RELATIONSHIP
OF SEXES OF PARENTS AND CHILDREN

Sex of Parent	Sex of Child	No.	Mean Score	Standard Deviation	
Female	Female	14	47.8	10.08	
Male	Female	7	44.1	12.03	F = 1.35
Female	Male	7	50.3	8.65	p > .05
Male	Male	10	51.3	7.25	

mean scores for children living with parents of the same sex as themselves were higher than those of children living with parents of the opposite sex. These differences were not great enough to be of significance. The size of the sample may have been a factor in the testing of this hypothesis. A larger sample size could yield more significant results, although the present research does not support this hypothesis.

Hypothesis 5: There is no significant relationship between achievement motivation of children in single-parent homes and the reasons the custodial parent has custody of the child.

This hypothesis was formed to determine the effect, if any, of the desire for custody displayed by the parent on the achievement motivation displayed by the child. The 38 subjects living in single-parent homes were divided according to the reason the custodial parent gained custody. Seven lived with the parent because the parent had actively sought custody. Twenty-one lived with the custodial parent through mutual agreement, while custody was forced upon the parent in 10 cases. The "actively sought" group had the highest mean score for achievement motivation, 52.7. The mean score of the "mutual agreement" group was 48.5. A mean score in need for achievement of 45.5 made the "forced custody" group the lowest group. When compared by use of an F -test at the .05 level, no significant difference was found between the three groups. Therefore, Hypothesis 5 was not rejected (Table 7).

Although the reasons for custody may be varied from case to case, the achievement motivation of the child was not significantly affected by the reason behind the decisions. It seemed that the child who was wanted by both parents to the degree of having the courts to decide on the custody of the child was the child who had the achievement

TABLE 7

F-TEST COMPARISON OF REASONS
FOR CUSTODIAL CARE

	No.	Mean Score	Standard Deviation	
Actively Sought	7	52.7	8.51	F = 1.19 p > .05
Mutually agreed	21	48.5	9.17	
Forced	10	45.5	10.64	

motivation score closest to that of the child in the intact home. That of the "actively sought" group was 52.7, as compared to a score of 54.4 for the child in the intact home. This was not varied enough from the other single-parent home scores to be significant. The sample size, especially in the "actively sought" group might have been a determining factor in the outcome of the research.

Discussion

Although the scores in achievement motivation were not varied enough to show a significant relationship between the test scores and the demographic characteristics studied, there are some factors which should be considered. The first of these is the size of the sample. Increasing the sample size decreases the variability and the standard deviation. The smaller the sample size, the more likely the sample is to give inaccurate results (O'Toole, 1964).

Conway (1967) sees small samples as possibly unreliable. "Since the reliability of sample results depends partly on the size of the sample, it may not be possible to observe small differences or weak relationships unless large samples are available" (Conway, 1967, p. 122). Increasing the sample size reduces the standard error and, therefore, increases reliability. For example, standard error for a sample of 100 is twice that for a sample of 400. Large samples are, therefore, seen as more reliable. They do not, however, guarantee more accurate results.

Cochrane and Duffy (1974) examined Ss and methodology employed by studies published in leading British periodicals. Of the 276 articles studied, they found that 76.4% of the non-clinical studies used volun-

teer students as subjects. Of these studies, 25% used samples of less than 25, while 26% used no test of significance.

Eaves (1972) found that the detection of dominance, even in large samples, is difficult. He concluded the sample sizes need to be larger than those generally employed to go beyond a mere demonstration that variation does occur and has a heritable component. Klein (1973) found that in order to have a credible research in the area of heritability, the sample size needed to include at least 400 families. Aleamoni (1972) concluded from his research that the smaller the size of the sample, the more variance (error) there is to be accounted for. Congruence shows a steady decline as the sample size decreases. He found that a sample size of 400 was needed to study a population of 2,322.

Kahneman and Tversky (1972), however, found the size of the sample does not represent any property of the population. Therefore, he concluded it should have little or no effect on the results. He felt this was substantiated by studies using subjective sampling distributions. The proportion of the means was more important than the size of the sample. Finsterbusch (1976) sees small sample research or "mini survey" to be a very effective tool. He does not see it as an alternative to large sample surveys, but rather as a corrective device; and, therefore, justifiable.

Due to the small sample size in this research, the results might be slightly misrepresentative of the population in general. Although the results of this research do not lead the researcher to find a relationship between the parental situation in the home and the achievement

motivation displayed by the child, a larger sample size might reduce statistical differences between the demographically classified groups. The researcher was not allowed to hand out the questionnaires personally in some cases. Therefore, the rate of response is not known for each parental sex. Since there were not equal numbers of male and female responses, the results might have been biased. An equal response rate might have changed the results. The sample selection might, also, have caused a biased result. Parents chosen from PWP chapters are probably not representative of the single-parent population as a whole.

When the socioeconomic factors were controlled, the number of parents in the home was not an important ingredient in the development of achievement motivation. This did not mean that being in the intact family was not preferred, but rather, that being in the single-parent family was not shown to be detrimental to the development of achievement motivation in this study.

Once the feelings of rejection, inferiority, and strangeness which sometimes surrounds the single-parent family are broken, the child will be seen as a child of equality and worth. Today, many people see these children as the worthwhile humans they are. However, there are still those who feel that children from broken homes or who have been reared without the benefit of two parents in the home are surrounded by a stigma of undesirability. These children are rejected because of the environment they represent, rather than the persons they are.

An area which does not appear to follow the idea that the mother is always the better parent is that of achievement motivation. According

to this study, the father is as effective in the area of achievement motivation as the mother. The average score for the father-custody children was only .04 lower than that of the mother-custody children. This difference was not great enough to be significant. These scores might be misrepresentative because of the small sample size. The lowest scores in the entire study, fell in the group of children living with their mothers. Whether the mother and father used the same methods to develop achievement motivation was not a factor studied. However, regardless of the methods used, the study showed these method worked equally well, even though the parents probably did not consciously set out to foster a need for achievement.

The home the child is living in is an equally strong factor in achievement motivation, regardless of the number of years he has lived in that home, according to the findings of this study. Children who lived in single-parent homes for a short period of time were oriented toward achievement on a comparable level with those who lived with one parent for a longer period of time. Regardless of the number of years spent outside the intact home, the subjects' scores were not significantly different from one another, nor from those of the children in the intact families.

Although the children who lived in single-parent homes did not vary significantly in any area of achievement motivation, one could notice an interesting, yet non-significant, fact in the relationship of the sex of the child to that of the parent. More males lived with fathers than with mothers. Females tended to live with their mothers more often than with their fathers in the sample used by this researcher.

The achievement motivation for children living with the parent of the same sex tended to be higher than those of the children living with the parent of the opposite sex. Males living with fathers had a mean score in achievement motivation of 51.3 as compared to a mean score of 50.3 for those living with their mothers. For the female subjects in single-parent families, the scores for those living with the fathers was 44.1 as compared to that of 47.8 for those living with mothers. This leads to the inference that if there is any factor in the relationship of the sexes of the parents and children, it is that higher achievement motivation is developed if the child is with the parent of the same sex.

When comparing achievement motivation as related to the reason the custodial parent had custody of the child, it became evident that higher achievement motivation appeared when the parent who had custody wanted custody. If the parent wanted the child enough to actively fight for custody through the courts, the child was more oriented toward achievement. A parent who gains custody through mutual agreement generally wished to have custody. Otherwise, the parent would not have agreed to take the child, although there are cases where the parent accepted custody of the child, not because he or she wanted custody, but because he or she felt the other parent should not have custody. The concept which this points toward is one which could be true for any child in any environment. That is, the wanted child will develop stronger characteristics than the unwanted child. This does not mean all parents who had custody forced upon them did not want the child, but that no evident choice was given. If the parent had actively shown that he or she wanted to have custody of the child, the achieve-

ment motivation score for the child might have been higher.

With a larger sample, some or all of the factors which have been discussed might have proven to be significant in their relationship to the development of achievement motivation. This researcher, however, found no significant relationship between achievement motivation and the parental situation in which the child finds himself or herself.

CHAPTER V

SUMMARY

The research was conducted to study any relationship between the parental situation in the home and achievement motivation as displayed by the child. No significant difference was discovered in any of the parental situations researched. There was found to be no significant relationship between achievement motivation and either:

1. The amount of time the child lived in the single-parent home or intact home,
2. The number of parents in the home,
3. The sex of the parent in the single-parent home,
4. The sex of the child as related to the sex of the parent. or
5. The reason the child was living with the custodial parent.

Therefore, it is concluded that factors other than the ones studied by this researcher influence the development of the need for achievement.

Implications and Future Considerations

There are many factors which might be related to achievement motivation which were not studied by this researcher. These lead to many possibilities for future research. One of these factors is the amount of time the child in the single-parent home spent with the parent who did not have custody. If the child sees the other parent a great deal, the effects of that parent's absence from the home would be lessened and, possibly, nullified. The non-custodial parent who saw the child

often was still an influence on the child on a comparable level with the custodial parent.

Another factor which was not considered was the presence of other parental-style figures in the home, such as grandparents. Many times, the single-parent lives with the grandparents. Thereby, the number of authority figures in the child's immediate environment would be increased. These figures affect the child's character development in much the same way as the actual parents.

The achievement motivation exhibited by the child while in the intact home as compared to that which he exhibited after living in a single-parent home could be the basis for a longitudinal study. By testing for achievement motivation in young people and retesting any whose home and parental situation has changed over a specified period of time, the researcher could determine whether the change in environment changed the need for achievement displayed by the child.

Another possible topic for research stemming from this is a closer look at the reason for the custody decision. Each category could be broken down into subgroups and compared in greater detail. One could compare groups formed by deserting to groups formed by the death of a parent. Both groups fall under the major heading of forced custody, but they could be quite different in achievement orientation.

The researcher did not control for ethnic influences in this study. Although previously conducted research, such as the studies by Adkins et al and Sloggett et al, showed a significant relationship between the ethnic group to which the subject belonged and the achievement motivation displayed by the child. If the ethnic factor were controlled, the

parental situation might be shown to be more closely related to achievement motivation.

Finally, one could use the same format to study any characteristic which the child might develop. By testing for any developmental characteristic and comparing the scores of children who live in identical home-life situations except for the sex of the parent, the effect of the sex of the parent on the development of the child might be determined. As all developmental characteristics can be influenced by those around us, it is important to study all before trying to determine one parent to be superior to another. Although this study has led to the conclusion that neither the number of parents, the sex of the parents, nor the custodial conditions affects the development of achievement motivation, this does not mean other characteristics are not affected. Before either parent is shown preference in the courts because of sex, all characteristics should be considered. If the day comes when research shows that the sex of the parent is unimportant in the development of these characteristics, then the day will have arrived when the child is placed in a home with a single parent who should have custody due to merit.

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APPENDIX A

COVER LETTER

June 7, 1977

Dear Parent(s):

My name is Earline Byrd. I am presently working on my Master's degree in Child Development at Virginia Polytechnic Institute and State University. I have become very interested in the father and his role in child development, but have found that at this is an area in which the research is relatively new.

My thesis topic is Achievement Motivation of Children in Intact Families, Mother-Only Families, and Father-Only Families, and I need your help.

Your name was given to me by _____.

Enclosed is the Adjective Check List which I would like your child (grade 9-12) to fill out. The instructions are self-explanatory. This should take approximately 15 minutes.

You will also find a Demographic Information sheet for you, the parent(s), to complete. When all forms are completed, please mail them to me in the enclosed self-addressed, stamped envelope. The forms do not have to be signed as it is not important that I know who you are. The individual information will be kept strictly confidential.

If for any reason, you do not feel that you can help me with this research, please return the forms to me in the aforementioned envelope. I really need your help. Thank you for your cooperation.

Sincerely,

Earline P. Byrd

Enclosures (3)

APPENDIX B

DEMOGRAPHIC QUESTIONNAIRE

DEMOGRAPHIC INFORMATION

_____ Age of Father _____ Age of Mother

_____ Approximate income of Parent(s)

Number of years of formal education of parents (including elementary and high school)

_____ Father

_____ Mother

Single Parent Only

_____ Sex of parent with whom the child or children live(s)

_____ Number of years and/or months the child or children has(have) lived in the single-parent home with the present parent

Reason present parent has custody
(please check one)

_____ Actively sought

_____ Custody mutually agreed upon

_____ Custody forced upon present parent with no choice given

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ABSTRACT

This research attempted to study the possible relationship between achievement motivation as displayed by the child and the parental situation in the home in which the child finds himself a part. Fifty-four children in grades nine to 12 were administered the Adjective Check List (ACL) to determine the amount of achievement motivation felt by the child. The children were selected through single-parent organizations and schools. Of the children in the study, 16 lived with both parents, 21 lived with the mother, and 17 lived with the father.

The subjects were compared according to the number of parents in the home; the sex of the parent in the single-parent home; the number of years spent in the single-parent home; the reason for that particular parent receiving custody; and the relationship of the sex of the parent in the single-parent home to the sex of the child. No significant relationship was found between any of these factors and the achievement motivation displayed by the subject.